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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: models for reading instruction for disabled readers based on humanistic education principles; the effects of levels and positions of questions on the comprehension and reading time of good and poor readers; the effect of vocabulary exercises on reading and vocabulary achievement; an andragogical model for secondary reading instruction; attitudes of teachers toward reading and perceptions of their competencies in teaching reading; literary instruction in city high schools; a comparison of recreational reading of students and their parents; an investigation of the effect of silent reading on comprehension and on attitude toward reading; a study of differential effects of structure on reading comprehension achievement as a function of conceptual level; a survey of the status and practices of secondary reading programs in Ohio public schools in 1975-76; and relationships of reading achievement, career reading demands, overall level of career aspiration, realistic and idealistic levels of career aspiration, and attitude toward school. (TJ)

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Cartwright, Hyla Doyal
THE EFFECTS OF LEVEL AND POSITION OF QUESTIONS ON THE LEARNING AND RETENTION OF PROSE MATERIAL WITH GOOD AND POOR READERS AT THE TENTH GRADE LEVEL

D'Abre, Therese Joan
A STUDY OF THE EFFECT OF VOCABULARY EXERCISES ON THE READING AND VOCABULARY ACHIEVEMENT OF EIGHTH-GRADE STUDENTS

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A SURVEY OF THE STATUS AND PRACTICES OF SECONDARY READING PROGRAMS IN OHIO PUBLIC SCHOOLS FOR THE SCHOOL YEAR 1975-76

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A HUMANISTIC INDIVIDUALIZED READING PROGRAM FOR DISABLED READERS IN VOCATIONAL SCHOOLS

Order No. 7808052

BORDEN, Christopher III, Ed.D. Boston University School of Education, 1978. 241pp. Major Professor: Thomas E. Culliton Jr.

Purpose

It was the objective of this study to construct a model for reading instruction based on the principles of humanistic education using an individualized learning program format as its basic vehicle. The efficacy of the program was tested to measure both the affective and cognitive effects.

Design and Procedures

Students engaged in this study were selected from the entering grade nine enrollees at three vocational-technical schools in southeastern Massachusetts. The subjects were selected by analysis of the results of the Cooperative English Reading Test 2A. Subjects in the experimental group were restricted to those testing below the 30th percentile in this test.

An attitudinal test, A Scale To Measure Students' Attitudes Toward Reading, was also administered to all students involved in this study.

The program involved the experimental group with four principal activities; first, the Learning Activity Packet which consisted of pre-designed skill activities which involved the student in individual and group reading activities; second, an Independent Reading Program which involved the student in a reading interview interaction with the instructor and an activity program; third, a Timed Viewing Program which involved the exposure of words, numbers and phrases intended to increase the level of visual response; and fourth, a Listening-Viewing program which involved the students in the processes of encoding, memory searching, finding associational relationships and encoding to explore concept loading.

Control students at the two vocational-technical schools involved were instructed in traditional reading-class settings which were teacher dominated and which used typical commercial reading materials.

Conclusions

The results of this study lead us to the following conclusions: 1. That it is possible to construct a pre-designed learning program for reading limited learners that is based on humanistic principles which is fully as effective as traditional, teacher dominated and directed approaches. 2. That attention to the needs and concerns of reading-limited learners results in significantly greater gains in attitudes toward reading. The students involved in this study indicated gains significant to the .001 level of probability. 3. That a humanistic, individualized program in reading is adaptable to the schedules of vocational-technical schools in Massachusetts.

Implications for Teaching

1. This study did reveal that students do respond more positively and develop better attitudes toward their studies when their needs and concerns are addressed. 2. Students learn fully as well in an affective program as they do in traditional, teacher-dominated programs, but in addition, they feel better about their studies in affective programs. 3. It is possible to pre-design learning programs for reading limited learners which are fully as effective as traditional programs which are teacher operated. 4. This program is fully adaptable to the programs extant in the vocational-technical schools of Massachusetts.

THE EFFECTS OF LEVEL AND POSITION OF QUESTIONS ON THE LEARNING AND RETENTION OF PROSE MATERIAL WITH GOOD AND POOR READERS AT THE TENTH GRADE LEVEL

Order No. 7802950

CARTWRIGHT, Hyla Doyal, Ph.D. The University of Wisconsin-Madison, 1977. 220pp. Supervisor: Associate Professor Kenneth L. Dulin

The purpose of this study was to determine the effects of three cognitive levels of questions in three different positions in prose material on the comprehension and reading time of good and poor readers at the tenth grade level. In addition, the levels of correlation between the interest of the subjects in the material and their comprehension on the post-test measure were examined.

Eleven hypotheses were formulated and tested to assess the effects of the level of the stimulus questions, the position of the stimulus questions, the ability of the readers, the interest of the material as indicated by an attitude inventory, and the treatment conditions overall on the subjects' subtest and total post-test scores, the reading time required by the subjects, and the interaction effects between and among these variables.

The subjects, 400 students from Marion High School in Marion, Indiana, were randomly placed in ten treatment groups. Three of the treatment groups received knowledge-level stimulus questions placed before, during, or after the prose material. Three treatment groups received comprehension-level stimulus questions placed before, during, or after the prose material. Three treatment groups received application-level stimulus questions placed before, during, or after the prose material. One treatment group received no stimulus questions at all, and thus served as a comparison (or control) group. Students in all ten of the treatment groups read their material, recorded their time, took an attitude inventory, and responded to a post-test instrument consisting of 21 items: seven knowledge-level items, seven comprehension-level items, and seven application-level items.

Analyses of Variance were used to examine differences in subtest and total post-test scores. They were followed by t-tests and Scheffé's Procedure for Multiple Comparisons where significant F's were found. Pearson Product-Moment Correlations and other t-tests were also used. The results of the study supported these conclusions: (1) Subjects who received comprehension-level stimulus questions, regardless of their positions, scored significantly higher on the comprehension subtest items than they did on the other two subtests (knowledge subtest items and application subtest items). (2) Subjects who received application-level stimulus questions, regardless of their positions, scored significantly higher on the application subtest items than they did on the other two subtests (knowledge subtest items and comprehension subtest items). (3) Good readers, regardless of their treatment group, scored significantly higher on all three subtests and on the total post-test than did the poor readers. (4) Poor readers who received stimulus questions did significantly better on the total post-test mean scores than did poor readers who did not receive stimulus questions, while the good readers who received stimulus questions did not do significantly better on the total post-test mean scores than did the good readers who did not receive stimulus questions. (5) Poor readers did take significantly longer to read the material than did good readers. (6) There was a significantly positive correlation between the subjects' total post-test scores and the subjects' responses to the attitude inventory items, both item by item and with all items pooled to give a total attitude score. (7) There were some significant interaction effects between and among the variables previously identified.

A STUDY OF THE EFFECT OF VOCABULARY EXERCISES ON THE READING AND VOCABULARY ACHIEVEMENT OF EIGHTH-GRADE STUDENTS Order No. 7732761

D'ABRE, Therese Joan, Ed.D. Boston University School of Education, 1977. 130pp. Major Professor: Thomas E. Culliton, Jr.

Purpose

This study was to ascertain the effect which twenty-eight vocabulary exercises would have on the vocabulary and reading comprehension achievement of eighth-grade students.

A review of the research and literature indicated that vocabulary is an important tool for the meaningful communication that young adolescents need for both academic and personal satisfaction. The literature also indicated that categorization, teaming, self-directing and self-correcting formats, and structure for direction and controlled competition can be effective techniques for insuring successful learning tasks.

Procedure

The twenty-eight vocabulary exercises, developed by the author, utilized 1120 words and eighty-four categories; team learning techniques; and a self-directing, self-correcting format. The categories were selected from identified reading and activity interests of young adolescents and from eighth-grade content areas. The words were chosen from eighth-grade content and vocabulary texts and other printed material.

The experimental group represented six eighth-grade English classes of 128 students and the control group represented six eighth-grade English classes of 136 students. The classes were from three middle schools in three adjacent towns in which the population ranged from economically disadvantaged to advantaged and where the public schools are the only schools for the grade in the study. Teachers volunteered for the program and chose to perform in the experimental or control aspects of the program.

All members in the study were administered the Otis-Lennon Mental Maturity Test and the difference in mean intelligence between the two groups was less than one point. The Gates-MacGinitie Vocabulary and Reading Comprehension Tests and the author constructed unpublished Vocabulary Test were administered as pretests.

The vocabulary lessons were introduced to the experimental classes. Each student, working in a team, did three exercises a week over a seven-week period. Team composition could be and was changed during the experiment. The control classes studied the vocabulary under the direction of their teachers without the experimental exercises. The most commonly reported techniques of control group teachers were looking up word meanings in dictionaries, writing out meanings, and writing the words in sentences. Both the control and experimental groups were retested with alternate forms of the original performance measures at the end of the study.

Results and Conclusions

An analysis of covariance was performed because the study dealt with intact classes without pre-experimental equivalence. The experimental group registered a slight gain in vocabulary as measured by the Gates-MacGinitie Vocabulary Test, but an analysis of variance did not indicate any statistical significance for this gain at the 0.05 level.

Neither the experimental or control groups made any gains in comprehension when measured by the Gates-MacGinitie Reading Comprehension Test. An analysis of variance revealed a statistically significant difference in favor of the experimental group in posttest performance on this criterion measure ($p < 0.0485$).

Both the experimental and control groups made gains in learning the specific vocabulary of the study when measured by the unpublished Vocabulary Test. An analysis of variance revealed a statistically significant difference in favor of the experimental group ($p < 0.0039$).

The performance of sex-designated groups within the study was analysed with a two-way analysis of covariance. The means of the intelligence quotients of males and females were almost identical and within the "average" range. A statistically significant difference in the posttest performance of the males on the unpublished Vocabulary Test was revealed by an analysis of variance ($p < 0.0066$) which was performed for each criterion measure. The main effect of the difference was determined to be the experimental exercises since no significant interaction between group and sex had been established on any criterion measure.

The experimental exercises provided a very efficient method for teaching the vocabulary in the study and were more effective for males than for females.

AN ANDRAGOGICAL MODEL FOR SECONDARY READING INSTRUCTION Order No. 7805169

DALY, Norene Barton, Ed.D. Wayne State University, 1977. 139pp. Major Professor: Helen Suchara

Purpose: The purpose of this study was to generate a model for secondary reading instruction with a basis in the andragogical process model. This model has seven steps: 1) establishing a climate conducive to learning, 2) creating a mechanism for mutual planning, 3) diagnosing the needs for learning, 4) formulating program objectives that will satisfy these needs, 5) designing a pattern of learning experiences, 6) conducting these learning experiences with suitable techniques and materials, and 7) evaluating learning outcomes and rediagnosing learning needs.

Procedure: This study is a documentary analysis which reviews existing data regarding andragogical theory and applies the results of this review to the development of a model for secondary reading instruction. Steps one through four of the andragogical process model were viewed as the planning stage of the model. This stage is comprised of the physical, organizational and psychological characteristics of the learning environment; the role of the teacher and learner in planning for instruction; diagnostic procedures for the assessment of learning needs; and, the formulation of program objectives to satisfy learning needs. Steps five and six were treated in this study as the application phase of the model. The emphasis was upon the development of a rationale for designing a pattern of learning experiences, and the identification of materials and techniques which can serve as a resource for the secondary reading teacher. Step seven of the andragogical process model represented the reassessment or replanning stage of the organizational structure. Learning theory related to evaluation and measurement was discussed and strategies which may be utilized to measure learning outcomes and rediagnose learning needs were presented.

Conclusions: Because the andragogical process model represents a systems model which involves the teacher and student in a continuous learning cycle, it provides an effective organizational framework for secondary reading instruction. Considerations which are crucial to its successful implementation include: 1) recognition of the role of the learner as a partner in the planning, application and reassessment phases of the model; 2) a commitment on the part of the teacher to the role of facilitator, resource and guide in the instructional process, 3) highly developed organizational skills on the part of the teacher, and, 4) awareness and utilization of materials, techniques and strategies which are compatible with the andragogical framework.

ATTITUDES OF SECONDARY TEACHERS TOWARD TEACHING READING AND THEIR PERCEPTIONS OF THEIR COMPETENCIES IN READING INSTRUCTION

EVANS, Carolyn, Ed.D.
Mississippi State University, 1977

Director: Dr. Elzie P. Lauderdale

The purpose of this study was to assess secondary teachers' attitudes toward and perceptions of competency in reading instruction for their regular classrooms. It sought to determine (1) if significant differences existed in the attitudes of English, social studies, and science teachers toward reading instruction; (2) if significant differences existed in the perceptions of competency in reading instruction among these groups of teachers; (3) whether training in the teaching of reading had any influence on these teachers' attitudes and perceptions of competency in teaching reading; and (4) whether any relationship existed between the teachers' attitudes and perceptions of competency in reading instruction.

The population for the study consisted of all secondary English, social studies, and science teachers in the public schools of Mississippi. The subjects were selected by a stratified sampling technique; the sample was comprised of 300 English, social studies, and science teachers. Two hundred twenty-eight of these teachers responded in the study.

The Flanagan Inventory of Content Area Reading Instruction was the instrument used to collect data for the study. Part A assessed teacher attitudes and Part B assessed their perceptions of competency in reading instruction. To analyze the data, the analysis of variance, the Duncan Multiple Range Test, and the Pearson product moment correlation were used. The .05 significance level was established as the criterion for rejecting the five null hypotheses.

The statistical techniques utilized revealed the following results: First, there was a significant difference in the attitudes of secondary content area teachers toward teaching reading. The difference was found among the teachers of English whose attitudes were more positive toward reading instruction than the other teachers. Secondly, no significant differences were found among the three groups of teachers in their opinions concerning their ability to teach reading.

Thirdly, no significant difference existed in the attitudes of teachers who have had training in reading instruction and teachers who have not had training. Fourthly, there was a significant difference in the perceptions of competency between teachers who had some training in the teaching of reading and teachers who had no training. Teachers who had training in reading instruction felt more qualified to incorporate the teaching of reading in their regular classes than did those teachers who had no training in reading instruction. Finally, there was a significant relationship between teachers' attitudes and perceptions of competency in teaching reading in English, social studies, and science classes.

Order No. 77-28,544, 71 pages.

LITERACY INSTRUCTION IN GREAT CITY HIGH SCHOOLS

HOUGHTON, Margaret Wilbur, Ph.D. University of Southern California, 1977. Chairman: Professor Charles M. Brown

This study dealt with the present status and needs of secondary school reading programs and the present status of reading skills of secondary school students in Los Angeles City Schools.

Information was also gathered concerning national programs for improvement of reading and the situation existing in places other than Los Angeles.

Following are selected findings: (1) The Los Angeles Unified School District has established standards of reading performance to be met before high school graduation. Beginning in 1979 high school students in this district will be eligible for diplomas only after they have performed satisfactorily the tasks required by the Senior High Assessment of Reading Performance (SHARP). (2) Over twenty-one percent of the seventeen-year-olds attending school in large United States cities with high rates of unemployment and social welfare payments were judged to be functionally illiterate by a 1975 study conducted by the National Assessment of Educational Progress. It is not now possible to compare Los Angeles students with this national sample. (3) Two of the Right to Read programs in Los Angeles junior high schools were shown to have potential for improving students' reading ability and are described in the Right to Read publication, Effective Reading Programs. Los Angeles' Developmental Reading Program utilizes a diagnostic-prescriptive approach and meets most of Right to Read's "Standards of Excellence for Reading Programs." The School Preferred Reading Program permits each school to select its own reading program. No central record is kept of these individual school programs. It is not possible to determine for the district as a whole the extent to which the criteria have been met. (4) No studies have been found which attempt to determine what special adjustments in secondary school reading programs are necessary to meet the needs of minority students. Some factors have been identified as being associated with reading gains of black sixth graders. Sufficient data have not been located to explain the learning situation of Mexican-American children. Little is known about the special needs of high school students in areas of low socio-economic status or those from minority racial and ethnic groups.

Following are some of the recommendations made: (1) Efforts should be continued and extended to ensure that young Americans who are about to graduate from high school have attained the degree of literacy they need to enter the world of work or to continue their education. (2) The standards of excellence for reading programs which have been established and the characteristics of exemplary secondary school reading programs which have been identified should receive wide dissemination to educators and to the general public. (3) Every secondary school should have a reading management team which is given the responsibility and the time and resources needed to identify the needs of all of its students and to plan and provide a program adequate to meet those needs. The program must include activities to promote interest in reading as well as ability to read. (4) Efforts must be made through selective recruitment and effective staff development to improve the quality of all personnel in secondary programs, especially in high school. (5) Ways of rewarding effective teachers and keeping them in the classroom must be found. (6) The task must not be left entirely to the schools. The resources of universities and of the private sector must be harnessed also.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

A COMPARISON OF THE RECREATIONAL READING HABITS OF SELECTED NINTH GRADERS AND THEIR PARENTS

Order No. 7803881

O'ROURKE, William James, Ed.D. The University of Nebraska – Lincoln, 1977. 84pp. Adviser: Edgar A. Kelley

The purpose in this study was to investigate the relationship between the recreational reading habits of ninth graders and the recreational reading habits of their parents. Recreational reading habits were measured by a modified version of Part II, the Quantitative Inventory, of Pond's Inventory of Reading Experiences. The inventory measured quantitative habits in ten categories--reading and leisure time, friends and conversations, literature, reading and study, use of libraries, mechanics of reading, interest in reading, enjoyment, books and quantities.

Research revealed that the home environment in general, and parent behavior in particular, has a major impact on the reading behaviors of children. Parents who read to their children, model reading enjoyment themselves and have available books and magazines in the home are a positive influence on their children's attitude toward reading and on their reading achievement.

The essential purpose in research on amount of reading has been to chart certain developmental patterns. The evidence indicates a steady increase in the amount of reading during the elementary years and peaking during junior high school. Most studies looked at quantity of reading as an aspect of examining reading interests. No studies were found which looked at quantity or quantitative habits as the sole focus of a study.

The population in this study was drawn from 595 ninth graders and their parents in two junior high schools in a midwest suburban school district. The sample consisted of 150 student-parent pairs from the population.

Data gathering procedures consisted of the administration of the inventory to the population of ninth graders. Using a table of random numbers and an alternate sampling technique the inventory was mailed to designated mothers or fathers in the sample.

Student and parent scores were computed using the Pearson product moment correlation coefficient to arrive at a score for the sample population and all ten categories and the total score of the inventory. A two-tailed t-test was also used to test the difference between student and parent scores.

The findings of the study indicated that there was a significant relationship, in a statistical sense, between student and parent quantitative reading habits in three categories of the inventory--use of libraries, mechanics of reading, and books. There was also statistical significance on the total score.

The majority of both students and parents did not use a library card nor did they think libraries should be open longer. Over half of both groups never got books from downtown libraries and more students were found to use the library for reference work than their parents.

Students and parents were in agreement concerning their perceptions of their own reading skills. The vast majority of both groups saw themselves as having good comprehension, being able to get main ideas from paragraphs, having the ability to summarize their reading rapidly, and being able to arrive at individual interpretations. There was a relationship between student and parent habits concerning the sharing of books with peers and the amount of books purchased.

Statistical significance was not found in seven categories. These included reading and leisure time, friends and conversations, literature, reading and study, interest in reading, enjoyment, and quantities.

AN INVESTIGATION OF THE EFFECT OF SUSTAINED SILENT READING ON READING COMPREHENSION SKILLS AND ATTITUDE TOWARD READING OF URBAN SECONDARY SCHOOL STUDENTS

Order No. 7731216

REED, Kathleen, Ph.D. The University of Connecticut, 1977. 90pp.

Purpose of the Study

This study examined the effect of Sustained Silent Reading on the reading comprehension skills and attitude toward reading of urban secondary school students.

The review of the literature explored the theoretical rationale for allowing students to read self-selected printed materials during class time. It surveyed the existing research that has explored the effects of such instructional practices on secondary school students' reading achievement and attitude toward reading.

Procedures

The study was conducted in a high school in Connecticut. The sample consisted of fourteen English teachers and their 61 classes of students in grades nine through twelve.

All 1,064 students were tested during the first week of school in September, 1976 to determine their reading comprehension skills and attitude toward reading.

Students were exposed to either the experimental or control treatment for twenty weeks from September, 1976 to February, 1977. Experimental classrooms were exposed to four days a week of traditional classroom procedures and one day a week of Sustained Silent Reading. Control classrooms were exposed to five days a week of traditional classroom procedures that did not include any Sustained Silent Reading.

At the end of five and a half months the students were retested. The data collected was analyzed by means of analysis of covariance. Each hypothesis was tested for significance at the .05 level.

Findings/Conclusions

Although no significant F values were generated, several reasonable conclusions can be made about the effectiveness of Sustained Silent Reading. 1) Allowing students in grades nine through twelve to sit in class and read printed material that they have chosen without any accountability to the teacher, will not retard reading achievement. 2) Allowing students in grades nine through twelve to spend one of five class periods a week reading self-selected printed material without any accountability to the teacher, will not retard reading achievement. 3) Requiring students in grades nine through twelve to read for long periods of time in school will not cause students to feel any less positive toward reading than if they are never required to read for long periods of time.

The findings and conclusions of this study could have important implications for school personnel who are charged with the responsibility of finding theoretically sound instructional procedures that can be easily translated into classroom practices in today's urban secondary schools. 1) Sustained Silent Reading works as well as other traditional procedures in helping students understand print, but it does not require any special equipment or materials to implement. It does not necessitate the purchasing of new materials. It can be implemented with existing materials. 2) Sustained Silent Reading is an uncomplicated procedure that can be used by teachers of varying levels of training or teaching expertise. It can be implemented easily without the necessity of retraining existing personnel. 3) During Sustained Silent Reading the student establishes purposes for reading and chooses materials to read. Thus practice is given in the skills necessary for students to become active voluntary readers. Classroom procedures that do not allow students to read for their own purposes in materials of their choice, ignore these important lifetime reading skills.

It would appear that the alarming number of urban secondary school students who are not reading as well as they might and who rarely read for pleasure might be helped to become better readers if they are allowed to read what they want to read during school time--if they are allowed to practice Sustained Silent Reading.

THE DIFFERENTIAL EFFECTS OF STRUCTURE ON READING COMPREHENSION ACHIEVEMENT AS A FUNCTION OF LEARNER CONCEPTUAL LEVEL Order No. 7805541

ROSE, Toby L., Ph.D. The University of Toledo, 1977. 103pp.

This study investigated the possibility of using David E. Hunt's Conceptual Level Matching Model (1970) as a predictor variable for matching students with instructional methods. Hunt's Paragraph Completion Method (Hunt, et al., 1968) was used to test 76 high school English students' Conceptual Levels. Students found to be in the upper and lower thirds of the group were then randomly assigned to one of two treatment groups. One group was taught reading comprehension skills using a lecture-recitation format, while the other group studied the same skills in a self-directed format.

Hunt's model predicts greater achievement for low Conceptual Level (CL) students when they are placed in structured learning environments such as lecture-recitation. Conversely, the model predicts that high CL students will show less effect from treatment variations, but will tend to perform best in loosely structured environments, for example, self-directed study.

The study was undertaken to broaden the research base of the model in terms of its generalizability to naturalistic settings. A secondary concern was directed at the use of the matching model in an instructional area in which this paradigm had not yet been used. Finally, the investigation was undertaken for the purpose of strengthening the construct validity of the matching principle. Other studies had been conducted using Cronbach's suggestions for Aptitude-Treatment Interaction design, but results were found to be inconclusive.

Data was collected on students' general reading ability and intelligence, using the Nelson-Denny Reading Test (Form A) and Ohio Survey, respectively. The Davis Reading Test (Forms 2A and 2B) was used to test student's reading comprehension achievement before and after the two-week treatment.

The data were analyzed using a two-way ANOVA, for main effects and interaction. The results indicated no support for the focal hypothesis which predicted an interaction between teaching mode and Conceptual Level. An examination of structured vs. non-structured teaching mode revealed no significant differences for either high or low Conceptual Level students. However, a main effect for Conceptual Level was significant ($\alpha = .001$). High Conceptual Level students evidenced greater achievement than low Conceptual Level students.

The covariates, general reading ability and intelligence, were removed from the score on the dependent measure. They were found to account for 64 per cent of the variance. Also analyzed were correlations between reading comprehension achievement and Conceptual Level, between intelligence and Conceptual Level, and between general reading ability and reading comprehension achievement. All three relationships were found to be highly correlated.

Discussion

Although the predicted interaction between structure of learning environment and Conceptual Level was not supported by the data, the main effect for Conceptual Level strengthens its value as a predictor of achievement and as a grouping variable. Recommendations for future studies or replications also signal weaknesses in the present study which may account for the lack of interactive effects. Such recommendations would include: 1. The structural variations implicit in the teaching approaches should be learning modes within which students have experience. 2. The treatment should be undertaken in classrooms which have compatible curricular objectives. 3. The intervention period should be more extensive. 4. The study should be replicated in content areas such as social studies where reading skills have been effective in increasing the critical understandings of students. 5. The study should be replicated in classrooms in which the expectations of students embraces a skill-based orientation.

A SURVEY OF THE STATUS AND PRACTICES OF SECONDARY READING PROGRAMS IN OHIO PUBLIC SCHOOLS FOR THE SCHOOL YEAR 1975-76 Order No. 7732083

VAUGHAN, Ronald Eugene, Ed.D. West Virginia University, 1977. 198pp.

The purpose of this study was: (1) To determine and report the status and practices of secondary reading programs in Ohio's public schools for the school year 1975-1976; (2) To compile a list of secondary schools with planned programs in reading; (3) To make recommendations regarding the establishment of an appropriate secondary reading program; and (4) To apply a Chi square analysis to selected survey questions to determine if responses were independent of program.

Two questionnaires were constructed to obtain information for this study. Districts reporting no planned reading programs completed a five page questionnaire, and districts reporting a planned reading program completed a ten page questionnaire eliciting information relative to their reading program. Both questionnaires contained identical questions relative to how ideally, the secondary reading program should be organized.

The two questionnaires were mailed to each of the 617 school districts in Ohio. Data for this study was based on 414 returns or 67.1 percent of the total number of districts in the state. Returns indicated that 190 or 45.9 percent of the school districts have planned reading programs while 224 or 54.1 percent of the districts reported no planned reading program.

Lack of funds was the major reason given by school districts for not having a reading program. A significant number of districts reporting no reading program had an enrollment of less than 4001 students. The study shows that 30.8 percent of sixty-nine districts have plans to initiate a reading program.

Of the districts reporting a reading program, 167 or 87.9 percent operate during the summer months. The major source of support for the program is federal funds. A written course of study is available in 96.3 percent or in 183 of the districts. Credit for graduation is given in 153 or 80.6 percent of the districts.

A Chi square analysis for selected questions answered by both categories of respondents shows that existence of program is related to type of district and size. Program existence also had a bearing on how respondents answered some of the questions on the ideal reading program.

Both categories of respondents felt that ideally, the building faculty should have input in developing the secondary reading program.

The data indicated significant effort is being made to provide reading programs in Ohio's secondary schools. While funding appears to be a major problem, secondary reading programs are increasing in number.

SOME ASPECTS OF READING ACHIEVEMENT, CAREER READING DEMANDS, ATTITUDE TOWARD SCHOOL, AND LEVELS OF CAREER ASPIRATION OF ELEVENTH-GRADE STUDENTS Order No. 7804988

VEAL, Louise Quickel, Ph.D. The Florida State University, 1977. 109pp. Major Professor: Dr. Edwin H. Smith

The primary purpose of this study was to investigate the relationships of reading achievement, career reading demands, overall level of career aspiration, realistic and idealistic levels of career aspiration, and attitude toward school of eleventh-grade students.

The specific questions addressed were: 1. Among eleventh-grade students is there a relationship between reading achievement and three levels of career aspiration: realistic, idealistic, and overall? 2. Is there a relationship between reading achievement and attitude toward school of eleventh-grade students? 3. Is there a relationship between attitude toward school and overall level of career aspiration? 4. Do eleventh-grade low readers and eleventh-grade high readers differ in three levels of career aspiration: realistic, idealistic, and overall? 5. Do eleventh-grade low readers and eleventh-grade high readers aspire realistically in terms of the reading demands of their job choices?

The sample consisted of 152 eleventh-grade students enrolled in a northwest Florida high school during the 1976–77 school year. Three levels of occupational aspiration scores for each student were obtained through the administration of the Occupational Aspiration Scale. The Gates-MacGinitie Reading Test, Form E^2 was used to assess the reading level of each student, and the Demos D Attitude Scale was used to assess attitude toward school.

The results of the testing were analyzed by using the Pearson-product moment correlation coefficient and the chi-square test at the .05 alpha level.

The conclusions reached were: 1. There is a statistically significant relationship between reading achievement and the three levels of career aspiration: realistic, idealistic, and overall. This finding infers that reading achievement is associated with these three levels of career aspiration. 2. There is no statistically significant difference between reading achievement and attitude toward school: however, there is a statistically significant difference between attitude toward school and overall level of career aspiration. From this finding it may be inferred that even though both reading achievement and attitude toward school are associated with overall level of career aspiration, they have independent effects on a student's overall level of career aspiration and are not associated with one another. 3. The results indicated that there are statistically significant differences between eleventh-grade students with low reading achievement and those with high reading achievement in terms of three levels of career aspiration: realistic, idealistic, and overall. 4. The findings indicated that eleventh-grade students, regardless of reading achievement, have high levels of career aspiration, and they have higher idealistic levels than realistic levels of career aspiration. The high reading achievement students have higher realistic, idealistic, and overall levels of career aspiration than the low reading achievement students. 5. Eleventh-grade students with low reading achievement are unrealistic in terms of the reading demands of their job choices, whereas the high reading achievement students are realistic in terms of the reading demands of their job choices.

The findings imply that most students with low reading achievement levels lack sufficient reading ability to enter career fields of their choice. This points to a need for curriculum reform and more adequate teacher training and inservice, as well as for curriculum planners to know the types of reading tasks performed in different occupations. Curriculum planners need to ensure that these tasks are included in the reading, career, and content area curricula.

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